

Kamil Kilany

كامل كيلاني

دِندِشْ وَأَصْحَابُ الْعُصْفُورَةِ

Dindish and The Sparrow's Friends

عربي - انجليزى  
Arabic - English



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دار مكتبة الأطفال

DAR MAKTABAT EL-ATFAL

اهداءات ٢٠٠٢

أ/ رشاد كامل الكيلاني

القاهرة

Kamil Kilany

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دار مكتبة الأطفال

Dar Maktabat El Atfal

SIBLIOTHECA ALEXANDRINA

مكتبة الاسكندرية



تَغْلَبُ .

تَغْلَبُ مَكَارُ .

رِنْدِشُ مَكَارُ .

رِنْدِشُ تَغْلَبُ مَكَارُ .

تَغْلَبُ مَكَارُ يَبْحَثُ عَنْ وَرَّةِ يَأْكُلُهَا .

تَغْلَبُ مَكَارُ يَبْحَثُ عَنْ بَطَّةٍ يَأْكُلُهَا .

تَغْلَبُ مَكَارُ يَبْحَثُ عَنْ دَجَاجَةٍ يَأْكُلُهَا .

تَغْلَبُ مَكَارُ يَبْحَثُ عَنْ طَعَامٍ لِأَوْلَادِهِ

الصَّغَارِ .

رِنْدِشُ تَغْلَبُ عَجِيبُ .

A fox.

A sly fox.

Dindish is sly.

Dindish is a sly fox.

A sly fox is looking for a goose to eat.

A sly fox is looking for a duck to eat.

A sly fox is looking for a hen to eat.

A sly fox is looking for food for its  
young ones.

Dindish is a strange fox.

ثَغْلَبٌ وَثَغْلَبَةٌ .

ثَغْلَبٌ صَغِيرٌ .

وَتَغْلَبَةٌ صَغِيرَةٌ .

ثَغْلَبَانِ صَغِيرَانِ .

ثَغْلَبَانِ أَخَوَانِ . أَخَوَانِ صَغِيرَانِ .

ثَغْلَبَانِ أَخَوَانِ صَغِيرَانِ .

رِنْدِشُ أَبَوَهُمَا .

رِنْدِشُ رَبَّاهُمَا .

رِنْدِشُ خَرَجَ يَبْحَثُ عَنْ طَعَامٍ

لَهُمَا .



A fox and a vixen.

A young fox and a young vixen.

Two young foxes.

Two brother foxes. Two young brothers.

Two young brother foxes.

Dindish is the father of both of them.

Dindish has brought both of them up.

Dindish went out in search of food  
for both of them.



دِنْدِشْ يَبَحْثُ عَنْ

بَطَّةٍ يَضْطَاذُهَا.

دِنْدِشْ يَبَحْثُ عَنْ

وَزَّةٍ يَضْطَاذُهَا.

دِنْدِشْ يَبَحْثُ عَنْ

شَيْءٍ يَضْطَاذُهُ،

يَأْكُلُهُ هُوَ وَأَوْلَادُهُ.

أَيْنَ الْوَزُّ ؟ أَيْنَ الْبَطُّ ؟ أَيْنَ الدَّجَاجُ ؟

الْوَزُّ هَرَبَ . الْبَطُّ هَرَبَ . الدَّجَاجُ هَرَبَ

دِنْدِشْ زَعْلَانُ .



Dindish is looking for a duck to catch.

Dindish is looking for a goose to catch.

Dindish is looking for something to catch, so that he and his young ones may eat.

Where are the geese ?

Where are the ducks ?

Where are the hens ?

The geese have fled.

The ducks have fled.

The hens have fled.

Dindish is vexed.

الْمُضْفُورَةُ قَالَتْ :  
"لِمَاذَا أَنْتَ زَرَعْلَانُ ؟"



دِنْدِشُ قَالَ : "الطُّيُورُ تَهْرَبُ مِنِّي ."

الْمُضْفُورَةُ قَالَتْ : "الطُّيُورُ تَخَافُ أَنْ تَأْكُلَهَا"

دِنْدِشُ قَالَ : "أَنَا لَا آكُلُ أَصْحَابَكِ ، أَنَا

زَرَعْتُ جُنَيْنَةَ لِأَصْحَابِكِ ."

The sparrow asked :

“ Why are you vexed? ”

Dindish replied :

“ The birds flee from me. ”

The sparrow retorted :

“ The birds are afraid lest you should eat them up. ”

Dindish exclaimed :

“ I do not eat up your friends ; I have planted a garden for your friends ”



الْعُصْفُورَةُ فَرَحَانَةٌ : طَارَتْ فَرَحَانَةٌ  
الْعُصْفُورَةُ قَالَتْ وَهِيَ فَرَحَانَةٌ :  
أَنَا أَخْبِرُ أَصْحَابِي بِمَا سَمِعْتُهُ مِنْ  
دِنْدِشَ الْعَجِيبِ . دِنْدِشُ لَا يَأْكُلُ أَصْحَابِي .  
دِنْدِشُ يَحِبُّ أَصْحَابِي :

The sparrow is pleased.

It flew happily away.

The sparrow said happily:

“ I am going to tell my friends what I  
have heard from the wonderful Dindish.

Dindish will not eat up my friends.

Dindish likes my friends.”

الْعُصْفُورَةُ أَخْبَرَتْ الْبَطَّةَ بِمَا قَالَهٗ دُنْدِشُ



الْبَطَّةُ صَدَّقَتْ مَا سَمِعَتْهُ مِنَ الْعُصْفُورَةِ .



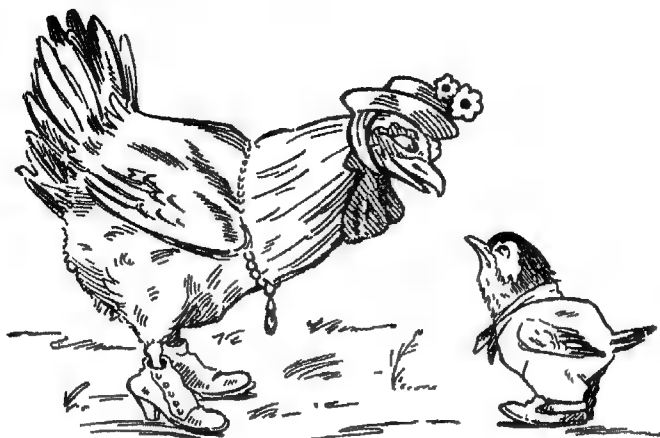
الْوَرَّةُ صَدَّقَتْ مَا قَالَهٗ دُنْدِشُ لِلْعُصْفُورَةِ .

The sparrow told the duck  
Dindish had said.

The duck believed all that she  
heard from the sparrow.

The sparrow told the  
what Dindish had said.

The goose believed what Di  
had said to the sparrow.



الدَّجَاجَةُ صَدَقَتْ مَا سَمِعَتْهُ مِنَ الْعُصْفُورَةِ.

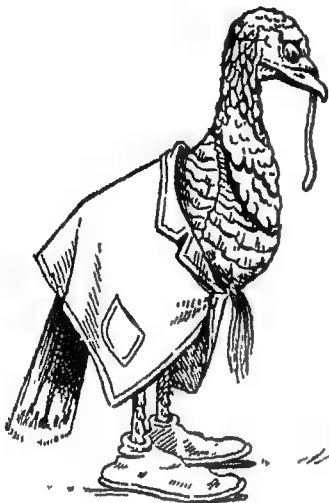


الدَّيْكُ صَدَقَ مَا قَالَهُ دِ نَدِشْ لِلْعُصْفُورَةِ.



The hen believed what  
it had heard from the  
sparrow.

The cock believed what  
Dindish had said to the  
sparrow.



أَلَدَيْكَ الرُّومِيُّ  
صَدَقَ كَلَامَ  
الْعُصْفُورَةِ .



أَلْأَزَنْبُ صَدَقَ  
مَا سَمِعْتَهُ الْعُصْفُورَةُ  
مِنْ «دِنْ دَش»



The turkey believed the  
sparrow's words.

The rabbit believed what  
the sparrow had heard  
from Dindish.

”أَبُو حَدَيْجٍ: لَقَلْتُ ظَرِيفٌ ،  
شَفَنَاهُ فِي جُنَيْنَةِ الْحَيَوَانِ .  
أَبُو حَدَيْجٍ صَدَّقَ كَلَامَ  
الْعُصْفُورَةِ .



”أَبُو قِرْدَانَ طَائِرٌ نَافِعٌ .  
”أَبُو قِرْدَانَ“ صَدَّقَ  
كَلَامَ الْعُصْفُورَةِ .



The stork is a nice long-beaked bird  
which we have seen at the Zoo.

The stork believed the sparrow's  
words.

The ibis is a useful bird.

The ibis believed the sparrow's  
words.



الْمَاعِزَةُ صَدَقَتْ

مَا سَمِعَتْهُ مِنْ

الْعُصْفُورَةِ .



الْتَّجَّةُ الصَّغِيرَةُ صَدَقَتْ كَلَامَ الْعُصْفُورَةِ .

The nanny-goat believed  
what she had heard from  
the sparrow.

The little ewe-lamb believed  
the sparrow's words.



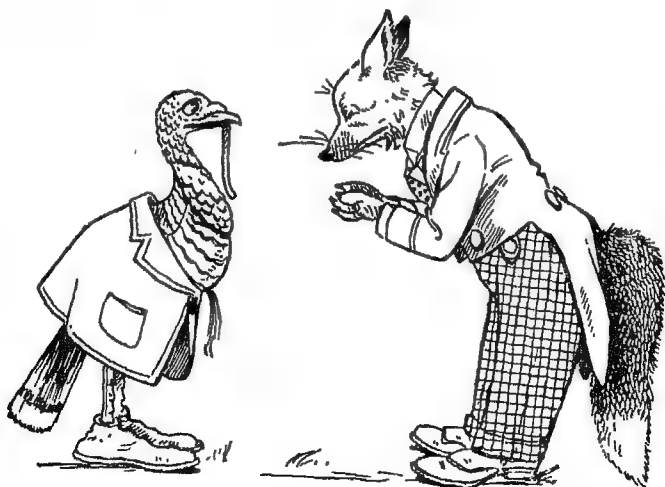
ثَلَاثُ بَطَّاتٍ ذَهَبَتْ إِلَى جُنَيْنَةٍ دَنْدِشٍ .  
دَنْدِشٌ قَالَ : " أَهْلًا وَسَهْلًا بِالْبَطَّاتِ الْعَزِيزَاتِ " .



Three ducks have gone to  
Dindish's garden.

Dindish said :

“ You are welcome, dear  
ducks ! ”



وَنَدِشُ قَالَ : « أَهْلًا وَسَهْلًا بِالدِّيكِ الرَّومِيِّ. »

Dindish exclaimed:

“ very welcome, deer hen!”

Dindish stated:

“ Welcome, welcome, Mister  
Turkey!”



وَنَدِشْ قَالَ : "أَهْلًا وَسَهْلًا بِالدَّيْكِ الْعَزِيزِ."

Dindish said :

“ Welcome, welcome, lovely  
goose !”

Dindish stated :

“ Welcome, welcome, dear  
cock !”



Nabhan told his two brothers :

“Do not go to Dindish.

Dindish is treacherous.

Dindish devours the rabbits.

I am afraid for you.”

The two rabbits did not heed their  
brother's advice,

The two rabbits went to Dindish.



”نَبْهَانُ“ خَافَ عَلَى أَخَوَيْهِ .  
”نَبْهَانُ“ قَالَ : ”أَنَا لَا أَصَدِّقُ أَنَّ دِنْدِشَ  
تَابَ عَنِ أَكْلِ الْأَرَانِبِ . دِنْدِشُ  
تَغَلَّبَ مَكَّارُ . دِنْدِشُ خَائِعٌ كَذَّابٌ“ .  
”نَبْهَانُ“ زَعْلَانُ . ”نَبْهَانُ“ تَعْبَانُ .



Nabhan was afraid for his two brothers.

Nabhan said :

“ I do not believe that Dindish has given up eating rabbits.

Dindish is a sly fox.

Dindish is a deceitful liar.”

Nabhan is vexed.

Nabhan is tired.



دُنْدِشُ أَخْبَرَ وَلَدِيهِ بِقِصَّتِهِ مَعَ  
الْعُصْفُورَةِ . الْغُرَابُ سَمِعَ مَا قَالَهُ  
دُنْدِشُ - لِلتَّغْلَبَيْنِ الصَّغِيرَيْنِ .  
الْغُرَابُ طَارَ لِيُخْبِرَ الْعُصْفُورَةَ بِمَا سَمِعَ.

Dindish told his two sons about his story with the sparrow.

The crow heard what Dindish had said to the two young foxes.

The crow flew away to tell the sparrow what he had heard.



الْغُرَابُ أَخْبَرَ الْعُصْفُورَةَ  
بِمَا سَمِعَهُ مِنْ "دِنْدِشَ".



"نَبْهَانُ" سَمِعَ مَا قَالَهُ الْغُرَابُ لِلْعُصْفُورَةِ .  
"نَبْهَانُ" خَافَ عَلَى أَخُوْنِهِ . "نَبْهَانُ" أَسْرَعَ إِلَى "تُوتُو".

The crow told the sparrow what  
he had heard from Dindish.

Nabhan heard what the crow  
had told the sparrow.

Nabhan was afraid for his two brothers.

Nabhan hastened to Too-Too.



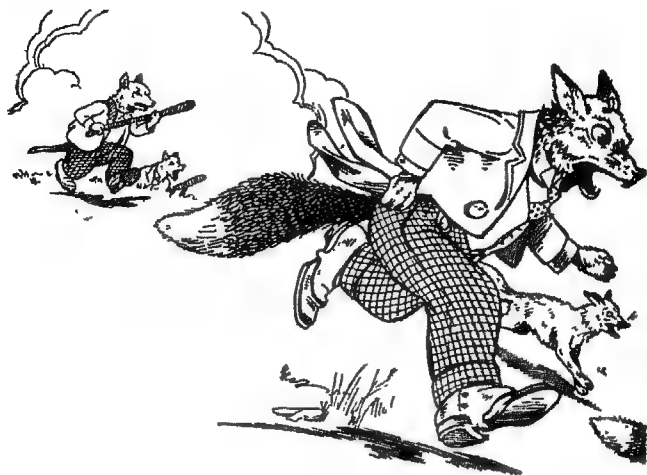
الْأَزْنَبُ أَخْبَرَ تَوْتُوَ بِمَا قَالَه الْغَرَابُ .



تَوْتُوُ أَخْبَرَ أَخَوَيْهِ بِمَا قَالَه نَبْهَانُ .

The rabbit told Too- Too  
what the crow had said.

Too-Too informed his two  
brothers of what Nabhan  
had said.



الْعَالِبُ هَرَبَتْ لَمَّا شَافَتْ الْكِلَابَ .



الطُّيُورُ فَرِحَتْ بِنَجَاتِهِمَا مِنَ الثَّعْلِبِ الْمَكَارِ .



The foxes fled when they  
saw the dogs .

The birds were glad to be  
saved from the sly fox.

نَشِيدُ الْغُرَابِ



غَاقِ  
غَاقِ  
غَاقِ  
أَيُّهَا الْأَصْحَابُ  
أَيُّهَا الرَّفَاقُ -

لَا تُصَدِّقُوا ...  
دُنْدِشُ الْكَذَّابِ  
غَاقِ غَاقِ غَاقِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

غَاقِ غَاقِ غَاقِ	أَيُّهَا الرَّفَاقُ	أَيُّهَا الْأَخْبَابُ
غَاقِ غَاقِ غَاقِ	طَبْعَةُ النِّفَاقِ	كُلُّ ثَغْلَبِ
غَاقِ غَاقِ غَاقِ	كُلُّ مَا يُقَالُ	لَا تُصَدِّقُوا
طَبْعَةُ النِّفَاقِ	خَائِعٌ مُخْتَالُ	كُلُّ ثَغْلَبِ
	غَاقِ غَاقِ غَاقِ	



## The crow's ode :

Caw

Caw

Caw

O friends !

O companions !

Do not believe Dindish - the liar.

Caw Caw Caw

O dear ones ! O companions !

Caw Caw Caw

Hypocrisy is the nature of every fox .

Caw Caw Caw

Do not believe all that is said .

Caw Caw Caw

Every fox is deceitful and treacherous .

Caw Caw Caw

Hypocrisy is in its nature.

Caw Caw Caw

Excerpts from reviews  
of Al Kilany's Library

The Poet Ibrahim Abdul Kader El Mazni said :

... The main features which stand out in Kilany's books are simplicity of expression, accuracy of vocabulary and exactness of meaning. In a word, his sound and facile pen, avoids all that is strange or archaic, guiding the child along a perfectly graduated path.

Moreover, complete vocalisation is a guarantee against error, and elaborate illustrations are most conducive to reading.. "

Dr. Ali Mustafa Musharrafa said :

" . I sincerely hope that the day will come when our young scholars will know good Arabic by instinct. When this happens most of the credit will be due to Professor Kilany's books .... "

Prof. Carlo Nallino said :

"... I offer the most unreserved commendation for the care you have devoted to the choice of the subject-matter in the first place, the expression in the second, and the size of the lettering in the third, and also in the plan which is designed to lead to perfect success by progress from the child to the adult in harmony with his development in years and attainments. I am likewise delighted to call attention to the delicacy and clearness which characterise the artistic pictures which adorn the pages of this series..."

قطوف من الآراء  
في مكتبة الكيلاني

الشاعر إبراهيم عبد القادر المازني قال :

«... وتتماز المؤلفات الكيلاني بالبساطة في التعبير، والصحة في الالفاظ، والروقة في التركيب، والدقة في الأداء، والسلاسة والسهولة، مع اجتناب كل غريب وناب، ومع توخي التدرج بالطفل. هذا إلى الشكل الكامل حتى يؤمن الخطأ، والإكثار من الصور الخيالية المغربية بالقراءة....

دكتور هبلي مصطفى مشرفة قال :  
«... وإنني لأرجو أن يأتي اليوم الذي تصير فيه اللغة العربية سليقة عند متعلمينا. فإذا قيس لها ذلك كان الفضل راجعاً في معظمه إلى كتب الأستاذ الكيلاني....

الأستاذ كارلو نالينو قال :

«... وإنني لأحبذ أوفى تحييد، تلك العناية التي تبدلها في اتقاء الموضوعات أولاً، والأساليب ثانياً، وأحجام الحروف ثالثاً، وترتيب ذلك ترتيباً يتمشى بنجاح تام من الأطفال إلى الشباب، وفق تدرجهم في أسنانهم، ومداركهم كما يسرى أن أنوه بالرشاقة والوضوح اللذين يتجلمان في فن تلك الصور المددعة التي ازدانت بها هذه الكتب...

## Excerpts from reviews of *Al-Kilany's Library*

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## **Bibliothèque Arabe Al Kilany pour Enfants.**

La première institution arabe pour le  
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*150 histoires variées, illustrées et vocalisées, destinées aux élèves  
à partir des classes enfantines jusqu'à la fin des cours  
secondaires.*

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**La collection** de la bibliothèque comprend environ 150 histoires et contes, merveilleusement réalisés et richement illustrés. Elle accompagne l'élève du jardin d'enfants jusqu'à la fin de l'enseignement secondaire. De là, elle le conduit à la bibliothèque Al Kilany pour Adultes.

**Les sujets traités** aident le caractère, développent l'intelligence, et lui enseignent la littérature.

**La technique** renforce et intensifie le désir et l'intérêt du lecteur et stimule son amour pour la lecture.

**Le langage** enrichit le don d'expression et contribue à une réelle facilité d'élocution. En effet, c'est une révolution littéraire pédagogique qui a été soutenue par les ministres de l'éducation, les dirigeants de l'opinion publique en Orient, de même que des Orientalistes bien connus, ont été unanimes à appuyer.

La bibliothèque fut la première en son genre à poursuivre les méthodes d'éducation les plus modernes dans les pays parlant la langue arabe. Les éditions successives de ces livres ont largement contribué pour la nouvelle génération et ont eu accès dans chaque foyer arabe. En plus, ils ont été traduits dans la plupart des langues Orientales et en certaines langues occidentales.

En effet, ils sont en eux-mêmes, une libre institution qui attire l'élève sans contrainte ni intimidation.

La bibliothèque Al Kilany fut autrefois le rêve de chaque parent. Aujourd'hui, elle est la plus fructueuse nourriture culturelle pour les enfants.

Ils sont publiés par les plus grandes maisons d'édition en Orient.



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La "Biblioteca al-Kilani" comprende una raccolta di circa 150 racconti divertenti, riccamente illustrati e presentati in bella forma tipografica, che accompagnano l'alunno dalla classe preparatoria fino alla fine degli studi secondari, per poi portarlo alla "Biblioteca al-Kilani per la gioventù"

Gli argomenti trattati in questi racconti formano il carattere del letto, e, ne sviluppano l'intelligenza e gli insegnano la letteratura.

La tecnica dei racconti mira ad incantare ■ a divertire il lettore, stimolandone l'amore per la lettura

La lingua in cui sono scritti i racconti, permette di arricchire il vocabolario del lettore, abituandolo ad esprimersi correttamente e con uno stile elegante

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## To Kamil Kilany.

From Professor Carlo Nallino

Professor in the University of Rome and Member of the  
Academy of the Arabic Language

Sir,

My heart has overflowed with joy to read during these last few years a considerable number of your publications by which you have formed the children's library.

If my conviction is true, you are undoubtedly unmatched in the sphere of children's publications in the entire Arabic World, for I know of no rival to you in this sphere in any country where the letter *dad* (لغة الداد) is uttered.

Your books have combined skilful entertainment with excellent style and abundant informations. I can find no equal to them except among the books studied in addition to the curriculum in the schools of Europe, for stimulating a love of reading and entertainment in the minds of children and young people, just as they stimulate in them — in addition to this — the love of reflection, and prepare the way for it. I feel sure that your books have filled this void in the world of pedagogy in the East by this ideal method, for the attraction of these stories does not lose its beauty and charm. Everything in it shows perfect taste, as it is outstanding in its excellent choice of subject-matter, in the soundness and accuracy of its expression, and in the simplicity of its language, while its phraseology and the choice of its vocabulary are well-designed for showing the perfect fruit of the mature and true Arabic taste which pervades the whole.

I do not except from this the stories which you have derived from European literature, for the excellence of their style, their well-chosen vocabulary and their stamp of pure Arabic, leave no room for doubt that these tales are — in their form — essentially Arabic.

I offer the most unreserved commendation for the care you have devoted to the choice of the subject-matter in the first place, the expression in the second, and the size of the lettering in the third; and also in the plan which is designed to lead to perfect success by progress from the child to the adult in harmony with his development in years and attainments. I am likewise delighted to call attention to the delicacy and clearness which characterise the artistic pictures which adorn the pages of this series.

To conclude, I congratulate you most sincerely on this praiseworthy work, and pray from the bottom of my heart that this series may become widespread in all Arabic countries.

Nothing could be more worthy of these books than that every child should read them and every young person should profit by them and that every school and institution should teach them, nor could anything be fitter than that they should act as a guide for foreigners studying Arabic, who desire to attain this goal in the shortest way, and most direct method.

Please accept, Mr. Kilany, my sincerest good wishes and esteem.

Carlo Nallino.

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